



Public Schools of North Carolina

Federal Programs Website Tips and Tools

Melissa Eddy

NCDPI Program Administrator

New Director's Institute

July 15, 2015

Federal Program Monitoring & Support



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

Google Search!



FEDERAL PROGRAM MONITORING HOME

SCHOOL IMPROVEMENT PLANNING

AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM

ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)

TITLE I, PART A

TITLE I DISTINGUISHED SCHOOLS

SCHOOL IMPROVEMENT GRANTS (SIG)

TITLE II, PART A

TITLE I, PART D NEGLECTED & DELINQUENT

MIGRANT EDUCATION PROGRAM

21ST CENTURY COMMUNITY LEARNING CENTERS

HOMELESS EDUCATION

RURAL EDUCATION ACHIEVEMENT



FEDERAL PROGRAM MONITORING AND SUPPORT

DIRECTOR :: [Donna Brown](#), 919.807.3957

MISSION :: To ensure that federal and state education funds contribute to the goal of all students meeting or exceeding rigorous state standards.

What is the focus of our work?

The Federal Program Monitoring and Support Division supports approximately \$514,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance, but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.



[Why do we monitor?](#)

[How can we help?](#)

NEW!! The U.S. Department of Education (USED) is requiring all State educational agencies (SEAs) to submit a new State Educator Equity Plan in accordance with the requirements of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). In its plan, each SEA must, among other things, describe the steps it will take to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." Additional information is [here](#).

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<http://www.ncpublicschools.org/program-monitoring/>




Public Schools of North Carolina

Federal Program Monitoring & Support Homepage...

- Mission and Focus
- Announcements Page (New Items Added)
- Regional Assignments will be posted on this page
- The Title I Handbook 2015-2016



School Improvement Planning



FEDERAL PROGRAM MONITORING HOME

SCHOOL IMPROVEMENT PLANNING

AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM

ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEAF)

TITLE I, PART A

TITLE I DISTINGUISHED SCHOOLS

SCHOOL IMPROVEMENT GRANTS (SIG)

TITLE II, PART A

TITLE I, PART D NEGLECTED & DELINQUENT

MIGRANT EDUCATION PROGRAM

21ST CENTURY COMMUNITY LEARNING CENTERS

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

SCHOOL IMPROVEMENT PLANNING

CONTACT :: [Allison Whitaker](#)

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School Improvement Planning is more than a plan, it is a framework for change. The plan, itself, is simply a map that identifies the school's destination and requires both decision-making and action from a variety of stakeholders to reach that destination in the most direct route. As Dr. Sam Redding wrote in The Mega System Handbook, "[h]igh-functioning schools and schools cited for their effectiveness do the right things, do them continuously, and always look for ways to improve. Schools that fail with comprehensive school reform do so not for lack of resources, other than time, but for want of determination and internal discipline." North Carolina Schools are required to submit a School Improvement Plan (SIP) to the local board of education for review and approval is required by federal and state regulations, Public Law 107-110, the No Child Left Behind Act of 2001, section 1101 et seq., and Article 8B School Based Management & Accountability Program; to improve student performance. The plan shall remain in effect for no more than two years (e.g. FY 2016 to FY 2018), however; the plan can be amended as often as is necessary or appropriate.

Please note, districts are required to submit plans annually to NCDPI on behalf of schools identified as Priority or Focus status under the NC Flexibility Request (March, 2015) .

In planning for the School improvement plan development, please consider the following North Carolina regulations under §115C-105.27 of School Based Management & Accountability Program:

1. School staff and parent representatives shall constitute a school improvement team and the team shall be elected by their respective groups by secret ballot.
2. Parents shall be elected by parents of children enrolled in the school in an election by either the parent/teacher organization or the largest organization of parents formed specifically for the election.
3. Parents, serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in the school and shall NOT be members of the building-level staff.

<http://www.ncpublicschools.org/program-monitoring/planning/>



School Improvement Planning

- **Contact Allison Whitaker**
- **School Improvement Implementation Guide**
- **School Improvement Planning Templates**



After School Quality Improvement Grant



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction



NCLB FEDERAL PROGRAMS SES QUICK LINKS

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM**
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS
- SCHOOL IMPROVEMENT GRANTS (SIG)
- TITLE II, PART A
- TITLE I, PART D NEGLECTED & DELINQUENT
- MIGRANT EDUCATION PROGRAM
- 21ST CENTURY COMMUNITY LEARNING CENTERS
- HOMELESS EDUCATION

AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM

The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the After-School Quality Improvement Grant Program 2014-15 Request for Proposals. Local school administrative units and non-profits working in collaboration with local school administrative units may participate in the After-School Quality Improvement Grant Program. At least seventy percent (70%) of students served by the program must qualify for free or reduced-price meals.

For 2014-15, the North Carolina State Board of Education approved seventeen grants at the January 8, 2015 meeting. The seventeen After-School Quality Improvement Grant Programs will pilot high-quality afterschool programs for students in fourteen counties across the state.

2014-15 After-School Quality Improvement Grant Program Recipients
([pdf, 18kb](#)) LAST UPDATED: FEBRUARY 11, 2015

Announcement
([pdf, 184kb](#))

Notice of Intent to Apply
([docx, 52kb](#))

Application Planning Worksheets
([docx, 203kb](#))

Frequently Asked Questions
([pdf, 349kb](#))

Application Guidance
([pdf, 634kb](#))

Needs-Based Survey (English)
([docx, 13kb](#))

Needs-Based Survey (Spanish)
([docx, 19kb](#))

2014-2015 Eligibility Guidelines
([pdf, 53kb](#))

<http://www.ncpublicschools.org/program-monitoring/after-school/>



After School Quality Improvement Grant

- Overview
- Announcements
- Application
- Guidance
- FAQs
- Webinars



Elementary Secondary Education Act (ESEA)



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

Google Search!

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM

ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)

Priority

Focus

Reward

Resources

TITLE I, PART A

TITLE I DISTINGUISHED

ELEMENTARY SECONDARY EDUCATION ACT (ESEA)

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ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The North Carolina Flexibility Request was approved by the Department on May 29, 2012.

2015 ESEA Approval Letter
([pdf, 687kb](#))

<http://www.ncpublicschools.org/program-monitoring/esea/>



Public Schools of North Carolina


Elementary Secondary Education Act (ESEA)

- Archived ESEA documents
- USED Resources

I am writing in response to North Carolina's request for renewal of flexibility under the Elementary and Secondary Education Act of 1965, as amended (ESEA), so that North Carolina may continue to implement ESEA flexibility through the end of the 2018–2019 school year.



Title I, Part A



- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

TITLE I, PART A

CONTACT :: [Donna Brown](#)

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IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

This program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

LEAs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet State academic standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Title I reaches about 12.5 million students enrolled in both public and private schools. Title I funds may be used for children from preschool age to high school, but most of the students served (65 percent) are in grades 1 through 6; another 12 percent are in preschool and kindergarten programs.

Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards. Individual public schools with poverty rates above 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school. Schools with poverty rates below 40 percent, or those choosing not to operate a schoolwide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging performance standards, then designs, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must be based on effective means of improving student achievement and include strategies to support parental involvement.

<http://www.ncpublicschools.org/program-monitoring/titleIA/>



Title I, Part A

- Title I Schools Information Lists
- MOA-Child Nutrition
- Title I Updates
- Equity Plan
- Community Eligibility CEP



Title I Distinguished Schools

FEDERAL PROGRAM
MONITORING HOME

SCHOOL IMPROVEMENT
PLANNING

AFTER-SCHOOL
QUALITY
IMPROVEMENT
GRANT PROGRAM

ELEMENTARY
SECONDARY
EDUCATION ACT
FLEXIBILITY (ESEA)

TITLE I, PART A

TITLE I DISTINGUISHED
SCHOOLS

Recognized Schools
Advisory Council
Blueprint for Success
NCLB

SCHOOL IMPROVEMENT
GRANTS (SIG)

TITLE II, PART A

TITLE I, PART D
NEGLECTED &
DELINQUENT

MIGRANT EDUCATION
PROGRAM

21ST CENTURY
COMMUNITY LEARNING
CENTERS

HOMELESS EDUCATION

RURAL EDUCATION
ACHIEVEMENT
PROGRAM

EDUCATIONAL
FLEXIBILITY (ED FLEX)



TITLE I DISTINGUISHED SCHOOLS

CONTACT :: [Dr. Phyllis Dunham](#)

The National Title I Distinguished Schools program recognizes exemplary Title I schools that hold students to high standards and demonstrate exemplary school effectiveness in:

- teaching and learning based on the approved state curriculum,
- use of research-based instructional strategies,
- opportunities provided for all students to achieve,
- established partnerships with parents, families, and the community,
- implementation of sustained research-based professional development, and
- innovation and modeling for other schools.



Selected schools are recognized in one of two categories.

Schools in the Sustained Achievement category are recognized for showing a high (at least 80 percent) level of student proficiency in reading and mathematics and making Adequate Yearly Progress (AYP) for the most recent two years.

Schools in the Closing the Achievement Gap category are recognized for making significant progress in closing the achievement gap between student groups.

Since 1996, North Carolina has recognized Title I schools through this program, sponsored by the National Title I Association. Each year two North Carolina schools are recognized at the national level. More stories, information, and resources about the selection process and recognized schools are on this site.

2014-2015 DISTINGUISHED SCHOOLS



Chocowinity Primary School

The National Title I Association is pleased to announce that Chocowinity Primary School from Chocowinity, North Carolina has been named a National Title I Distinguished School by the North Carolina State Department of Education. Chocowinity Primary School (CPS) is being recognized for exceptional student performance for two or more consecutive years. CPS takes pride in meeting the physical, emotional, and academic needs of all children in order to sustain achievement. At CPS, everyone is a family and works together to ensure that all students are successful.

<http://www.ncpublicschools.org/program-monitoring/distinguished/>




Title I Distinguished Schools

- Recognized Schools
- Announcements



School Improvement Grants



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction



NCLB FEDERAL PROGRAMS SES QUICK LINKS

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS

- SCHOOL IMPROVEMENT GRANTS (SIG)
 - School Grantees
 - SIG News
 - Planning Tools
 - Guidance

SCHOOL IMPROVEMENT GRANTS (SIG)

CONTACT :: [Dr. Chris Vecchione](#), Coordinator

Sixty North Carolina schools are receiving federal School Improvement Grant (SIG) funds as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA).

In 2010-11, over \$63 million in SIG funds were allocated to the first cohort of 24 schools in 18 Local Education Agencies (LEAs) across the state with a per school range of \$980,000 to \$6 million through September 30, 2013.

Beginning July 2011, over \$50 million in SIG funds were allocated to the second cohort of 17 schools in 13 LEAs with a per school range of \$540,000 to \$5.5 million through September 30, 2014.

In June 2013, an additional \$30.7 million in SIG funds were approved for a third cohort of 20 schools in 14 LEAs with a per school range of \$762,000 to \$2.6 million through September 30, 2016.

Selected SIG schools were among the persistently lowest performing schools ([pdf, 134kb](#)) in the state and were eligible for or receiving Title I funds. This includes charter schools, alternative and special schools.



<http://www.ncpublicschools.org/program-monitoring/grants/>



School Improvement Grants

- Contact Dr. Chris Vecchione
- School Grantees
- SIG News
- Planning Tools
- Guidance



Title II, Part A



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction



NCLB FEDERAL PROGRAMS SES QUICK LINKS

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS
- SCHOOL IMPROVEMENT GRANTS (SIG)
- TITLE II, PART A**
- TITLE I, PART D NEGLECTED & DELINQUENT
- MIGRANT EDUCATION PROGRAM



TITLE II, PART A: TRAINING & RECRUITING TEACHERS

CONTACT :: [Elaine Ellington](#), Title II Consultant

IMPROVING TEACHER QUALITY

Title II, Part A is intended to increase student academic achievement by improving teacher and principal quality. This includes increasing the number of Highly Qualified teachers in classrooms, improving the skills of principals and assistant principals in schools, and increasing the effectiveness of teachers and principals.

Program Requirements

- LEAs must conduct an assessment of local needs for professional development and hiring. There should be a clear connection between identified needs and Title IIA activities.
- Title IIA Activities must be
 - aligned with state standards;
 - based on a review of research; and
 - designed to have a substantial, measurable and positive impact on student achievement.
- LEAs must target funds to schools that
 - have the lowest proportion of HQ teachers;
 - have the largest average class size; or
 - are identified for school improvement.
- LEAs must develop a PD plan that addresses the needs of teacher and principals.
- LEAs must ensure that all professional development activities are coordinated with other federal, state, and locally funded PD.
- LEAs must ensure that teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborate in the planning of Title II-A activities.
- LEA shall use Title II-A fund to get core content teachers and Title I paras HQ, if necessary.

<http://www.ncpublicschools.org/program-monitoring/titleIIA/>



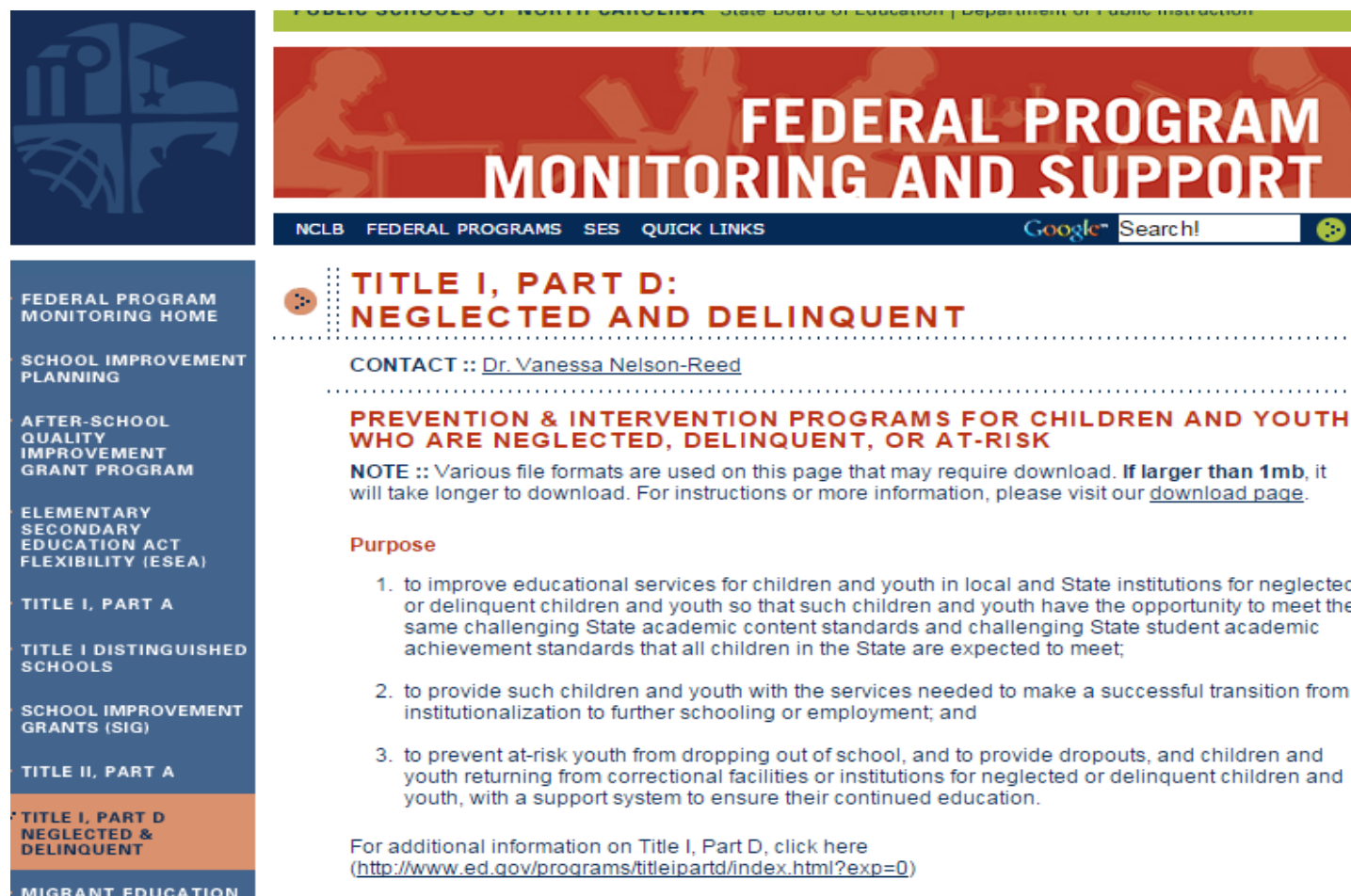
Title II, Part A

- Contact Elaine Ellington
- Program Requirements
- Allowable Uses of Funding
- Legislation and Guidance
- Resources
- Webinars

back to
School



Title I, Part D



The screenshot shows the website for the North Carolina State Board of Education's Department of Public Instruction. The main header is "FEDERAL PROGRAM MONITORING AND SUPPORT". A navigation bar includes links for NCLB, FEDERAL PROGRAMS, SES, and QUICK LINKS, along with a Google search bar. A left sidebar lists various federal programs, with "TITLE I, PART D: NEGLECTED AND DELINQUENT" highlighted in orange. The main content area features the title "TITLE I, PART D: NEGLECTED AND DELINQUENT" with a contact link for Dr. Vanessa Nelson-Reed. Below this is a section for "PREVENTION & INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK", which includes a note about file formats and a list of three purposes for the program. At the bottom of the content area is a link for additional information on Title I, Part D.

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS Google Search!

TITLE I, PART D: NEGLECTED AND DELINQUENT

CONTACT :: [Dr. Vanessa Nelson-Reed](#)

PREVENTION & INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

NOTE :: Various file formats are used on this page that may require download. **If larger than 1mb**, it will take longer to download. For instructions or more information, please visit our [download page](#).

Purpose

1. to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet;
2. to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

For additional information on Title I, Part D, click here
(<http://www.ed.gov/programs/titleipartd/index.html?exp=0>)

<http://www.ncpublicschools.org/program-monitoring/titleID/>




Title I, Part D

- Contact Dr. Vanessa Nelson-Reed
- Neglected and Delinquent Programs
- Purpose
- USED Resources
- Guidance



Migrant Education Program



PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

MIGRANT EDUCATION PROGRAM

FEDERAL PROGRAMS NCLB PARENTS QUICK LINKS

- MEP HOME
- WHAT'S NEW?
- ABOUT MEP
- PROGRAMS AND INITIATIVES
- MEP STAFF RESOURCES
- REPORTS AND MAPS
- REPORT REMINDER
- SELECTED LINKS
- OME MONITORING DOCUMENTS
- MEP DIRECTORY


THE NORTH CAROLINA MIGRANT EDUCATION PROGRAM (NCMEP)

CONTACT :: [Sonia Williams](#), Program Consultant

MISSION :: The mission of the North Carolina Migrant Education Program is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

We do this by supporting locally-based Migrant Education Programs in:

- Identifying and recruiting migrant students;
- Providing high quality supplemental and support services;
- Fostering coordination among schools, agencies, organizations, and businesses to assist migrant families;
- Collaborating with other states to enhance the continuity of education for migrant students.



The NC MEP is federally funded as part of the Elementary and Secondary Education Act, and is regulated by Title I, Part C. <http://www.ed.gov/policy/elsec/leg/esea02/pg8.htm>

<http://www.ncpublicschools.org/mep/>




Migrant Education Program

- Contact Sonja Williams
- MEP Information
- Reports
- Resources
- Monitoring
- Staff Support



21st Century Community Learning Centers



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

21st CENTURY COMMUNITY LEARNING CENTERS

ABCs DATA & STATISTICS K-12 CURRICULUM QUICK LINKS


- 21ST CCLC HOME
- REQUEST FOR PROPOSALS
- GRANTEES
- MONITORING
- CFDC REPORTING
- EVALUATION
- RESOURCES
- 21ST CCLC DIRECTORY

21ST CENTURY COMMUNITY LEARNING CENTERS

CONTACT :: [Brandon Patterson](#), Assistant Director

ELIGIBILITY TO APPLY
Any public or private organization is eligible to apply for a 21st CCLC grant. Agencies and organizations eligible under the 21st CCLC grant program include, but are not limited to local education agencies (LEAs), non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

PURPOSE OF PROGRAM
The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The program provides before and after-school, weekend, and summer school academic enrichment opportunities for children attending low-performing schools to help them meet local and state academic standards in subjects such as reading, mathematics, and science. As a result of successful ESEA waiver application, effective in 2012-2013, 21st CCLC programs in North Carolina may choose to also offer services during the school day. In addition, programs may provide activities for youth development, drug and violence prevention, art, music, technology, character education, counseling, and recreation to enhance the program's academic components. The program also supports a component for family literacy and community outreach.



<http://www.ncpublicschools.org/21cclc/>




21st Century Community Learning Centers

- **Contact Brandon Patterson**
- **Request for Proposals**
- **Grantees**
- **Monitoring**
- **Resources**



Homeless Education



FEDERAL PROGRAM
MONITORING HOME

SCHOOL IMPROVEMENT
PLANNING

AFTER-SCHOOL
QUALITY
IMPROVEMENT
GRANT PROGRAM

ELEMENTARY
SECONDARY
EDUCATION ACT
FLEXIBILITY (ESEA)

TITLE I, PART A

TITLE I DISTINGUISHED
SCHOOLS

SCHOOL IMPROVEMENT
GRANTS (SIG)

PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

Google Search!

HOMELESS PROGRAM

CONTACT :: [Lisa Phillips](#), State Coordinator for Homeless Education
For more information about the NC Homeless Program, please visit www.serve.org/hepnc/

Congress reauthorized in January of 2002 the McKinney-Vento Homeless Assistance Act, Subtitle VII-B, originally passed in 1987 to help people experiencing homelessness.. This federal law includes the Education of Homeless Children and Youth Program that entitles children who are homeless to a free, appropriate public education and requires schools to remove barriers to their enrollment, attendance, and success in school. This Act protects all students who do not have a fixed, regular and adequate residence, such as students living in the following situations:

- doubled-up housing with other families or friends due to hardship;
- runaway/homeless youth shelters (even if parents invite the youth home);
- hotels or motels;
- shelters, including domestic violence shelters;
- transitional housing shelters;
- cars, abandoned buildings parks, the streets or other public spaces;
- campgrounds or inadequate trailer homes
- awaiting foster care placement; and/or
- abandoned in a hospital.

<http://www.ncpublicschools.org/program-monitoring/homeless/>



Homeless Education

- Contact Lisa Phillips
- Allowable Uses of Funding
- Regulations and Guidance
- Resources



Rural Education Achievement Program



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction



NCLB FEDERAL PROGRAMS SES QUICK LINKS 

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEAF)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS
- SCHOOL IMPROVEMENT GRANTS (SIG)
- TITLE II, PART A
- TITLE I, PART D NEGLECTED & DELINQUENT
- MIGRANT EDUCATION PROGRAM



RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

CONTACT :: [Elaine Ellington](#)

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Title VI, Part B Rural Education Achievement Program (REAP)
The Rural Education Achievement Program (REAP) a federal initiative, mandated by Title VI, Part B of the Elementary and Secondary Education Act, is designed to address the unique needs of rural school districts. These districts frequently lack personnel and resources needed to compete for federal competitive grants and often receive formula allocations that are too small to be used effectively for their intended purposes.

REAP Initiatives:
Subpart 1- Small, Rural School Achievement Program (SRSA)
Small, Rural School Achievement Program (SRSA) provides financial assistance to school districts under the Alternative Uses of Funds Authority.
REAP Flexibility provides eligible school districts with greater flexibility in using the formula grant funds they receive under certain state-administered federal programs.

Subpart 2- Rural and Low-Income Schools Program (RLIS)
Rural Low-income Schools Program (RLIS) provides grant funds to assist the school districts in meeting the state's definition of Adequate Yearly Progress.

2015-2016 REAP Calendar

<http://www.ncpublicschools.org/program-monitoring/reap/>



Rural Education Achievement Program

- Contact Elaine Ellington
- REAP Calendar
- Small Rural School Achievement Program
- Rural and Low Income Schools Program



ED-FLEX



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

Google Search!



- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS
- SCHOOL IMPROVEMENT GRANTS (SIG)
- TITLE II, PART A
- TITLE I, PART D NEGLECTED & DELINQUENT
- MIGRANT EDUCATION PROGRAM
- 21ST CENTURY COMMUNITY LEARNING CENTERS
- HOMELESS EDUCATION



EDUCATIONAL FLEXIBILITY (ED-FLEX) PROGRAM

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EDUCATION FLEXIBILITY PARTNERSHIP ACT OF 1999 (PL 106-25)

Background

In April 1999 Congress passed, and the President signed, the Education Flexibility Partnership Act of 1999, better known as Ed-Flex (Public Law 106-25). This legislation transferred authority for granting waivers of certain federal statutes and regulations from the U.S. Department of Education to state agencies that met certain requirements. North Carolina applied for and was granted authority to be an Ed-Flex state, and North Carolina's authority was extended in January 2006. Local education agencies wishing to waive certain federal statutes and regulations must apply to the North Carolina Department of Public Instruction.

Purpose

The purpose of providing flexibility is to improve the academic achievement of all students. Waiver requests should be designed to provide instructional opportunities to ensure that all students meet North Carolina's challenging state standards on state assessments.

Carryover Limitations

Title I law states that Local Education Agencies (LEAs) may only carryover a certain percentage (15%) of the current school year allocation. However, if an LEA can provide sufficient justification that such a request is necessary, LEAs in North Carolina can request a waiver from NCDPI to add the carryover funds to the district's current year expected Title I allotment. Under federal law, this waiver may only be requested once every three years; however, North Carolina has been approved to access the Education Flexibility option, referred to as Ed-Flex, to allow flexibility to approve waivers as needed. A sample template of what the waiver request would look like from the LEA is reflected in the attachment below.

([doc, 29kb](#))

<http://www.ncpublicschools.org/program-monitoring/edflex/>



Public Schools of North Carolina

ED-FLEX

- Carryover Limitations
- Waivers
- Approved ED-FLEX State Award



Teacher Loan Forgiveness Program



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS Google Search!

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS
- SCHOOL IMPROVEMENT GRANTS (SIG)
- TITLE II, PART A
- TITLE I, PART D NEGLECTED & DELINQUENT
- MIGRANT EDUCATION PROGRAM
- 21ST CENTURY COMMUNITY LEARNING CENTERS
- HOMELESS EDUCATION

TEACHER LOAN FORGIVENESS PROGRAM

CONTACT :: [Melissa Eddy](#)

NOTE :: Various file formats are used on this page that may require download. **If larger than 1mb**, it will take longer to download. For instructions or more information, please visit our [download page](#).

Teaching is a profession that requires a great deal of talent and responsibility, but it also provides educators with many personal rewards. These rewards are what attract many people into the teaching profession. Congress provided another incentive to teach when it established the Teacher Loan Forgiveness Program (TLFP). The TLFP was created to encourage individuals to enter and continue in the teaching profession in certain elementary and secondary schools that serve low-income families.

There are two types of *loan forgiveness* programs for teachers in North Carolina:

1. [Teacher Loan Forgiveness](#) for Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans, and Unsubsidized Federal Stafford Loans
2. [Teacher Cancellation](#) for Federal Perkins Loans

To determine if you are eligible for the TLFP, please review the information provided below. Additional information is available through the Office of Federal Student Aid at the U. S. Department of Education at: <http://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/teacher>.

Title I Updates - Teacher Loan Forgiveness
(pdf, 609kb)

Fact Sheet - Federal Loan Repayment
(pdf, 1.8mb)

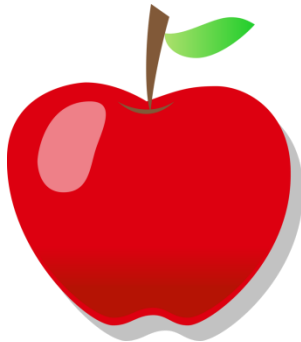


<http://www.ncpublicschools.org/program-monitoring/loan-forgiveness/>



Teacher Loan Forgiveness Program

- Contact Melissa Eddy
- TLFP FAQ Sheet
- PowerPoint
- List of Eligible Schools



Parent Engagement



PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

PARENTS, FAMILY AND COMMUNITY INFORMATION

ACCOUNTABILITY CURRICULUM QUICK LINKS

- Curriculum
- Employment
- Licensure
- Data & Statistics
- Parents, Family & Community
- Publication Sales
- Events & Conferences
- Education Directory

Google Search!

PARENTS, FAMILY AND COMMUNITY INFORMATION HOME

- PEOPLE TO KNOW AND CONTACT
- LAWS AND POLICIES
- PARENT RESOURCES
- TOOLKIT FOR PARENT, FAMILY, & COMMUNITY INVOLVEMENT
- STUDENT RESOURCES
- SCHOOLS AND ALTERNATIVE LEARNING SITES
- STUDENTS WITH DISABILITIES
- TESTING
- STATE-LEVEL PARTNERS
- NATIONAL-LEVEL PARTNERS
- RESEARCH

PARENTS, FAMILY AND COMMUNITY INFORMATION

CONTACT :: [Dr. Rhonda Muhammad](#)

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This Parent, Family, and Community Involvement Information website represents one of the many initiatives to educate, inform, and advocate for strengthening the role of parents, families, and communities.

The goal of our webpage is to help keep parents, families, and the community involved, enabled, and empowered. If we are to leave no child behind, we must bring every parent, family and community along as well.

NEW!! 2ND EDITION GUIDE TO EFFECTIVE FAMILY AND COMMUNITY INVOLVEMENT

Parent and Family Involvement: A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools 2nd Edition

This second edition includes suggestions and resources for program enhancement and comes with a [toolkit](#) to help schools engage families and community members in the process of raising achievement for all children. (pdf, 1.4mb)



<http://www.ncpublicschools.org/parents/>



Parent Engagement

- Resources
- Regulations
- Guidance
- Family Toolkit
- State and National Partners



Consolidated Monitoring



**FEDERAL PROGRAM
MONITORING AND SUPPORT**

NCLB FEDERAL PROGRAMS SES QUICK LINKS

Google Search!

FEDERAL PROGRAM MONITORING HOME

SCHOOL IMPROVEMENT PLANNING

AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM

ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)

TITLE I, PART A

TITLE I DISTINGUISHED SCHOOLS

SCHOOL IMPROVEMENT GRANTS (SIG)

TITLE II, PART A

TITLE I, PART D NEGLECTED & DELINQUENT

MIGRANT EDUCATION PROGRAM

21ST CENTURY COMMUNITY LEARNING CENTERS

HOMELESS EDUCATION

NCDPI CONSOLIDATED MONITORING

CONTACT :: [Brandon Patterson](#)

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What is the focus of our work?
The Federal Program Monitoring and Support Division supports approximately \$463,000,000 in federal funds provided to districts and schools each year. The primary role of the Division is to provide grants administration, program monitoring, data collection and reporting, and to facilitate the necessary technical assistance to ensure not only compliance, but quality programs for students. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.

Why do we monitor?

How can we help?

Monitoring Reviews

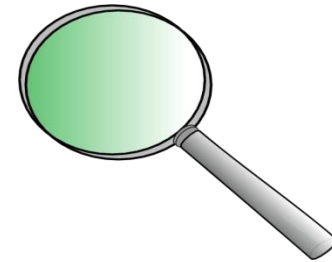
- **Compliance** - It's the law.
Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies (LEAs) and public charter schools to ensure compliance with the Elementary and Secondary Education Act.
- **Technical Assistance** - We're here to help.
State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA HOW to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
- **Building Relationships** - We're in this together.

<http://www.ncpublicschools.org/program-monitoring/monitoring/>



Consolidated Monitoring

- **Monitoring Schedule**
- **Monitoring Instrument & Interview Questions**
- **Pre-visit Documentation Checklist**
- **Sample Evidences**
- **Regulations and Guidance (LEA and Charters)**
- **Program Quality Review Instruments**



Committee of Practitioners



PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction



NCLB FEDERAL PROGRAMS SES QUICK LINKS

Google Search!



COMMITTEE OF PRACTITIONERS

- FEDERAL PROGRAM MONITORING HOME
- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
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From SEC. 1903. STATE ADMINISTRATION – NCLB Federal Regulations
(b) COMMITTEE OF PRACTITIONERS-

1. IN GENERAL

Each State educational agency that receives funds under this title shall create a State committee of practitioners to advise the State in carrying out its responsibilities under this title.

2. MEMBERSHIP

Each such committee shall include —

- A. as a majority of its members, representatives from local educational agencies;
- B. administrators, including the administrators of programs described in other parts of this title;
- C. teachers, including vocational educators;
- D. parents;
- E. members of local school boards;
- F. representatives of private school children; and
- G. pupil services personnel.

3. DUTIES

The duties of such committee shall include a review, before publication, of any proposed or final State rule or regulation pursuant to this title. In an emergency situation where such rule or regulation must be issued within a very limited time to assist local educational agencies with the operation of the program under this title, the State educational agency may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency regulation before issuance in final form.

<http://www.ncpublicschools.org/program-monitoring/committee/>



Public Schools of North Carolina

Committee of Practitioners

- Membership
- Duties
- COP Meeting Dates
- Minutes



Data Collection



FEDERAL PROGRAM MONITORING HOME

SCHOOL IMPROVEMENT PLANNING

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MIGRANT EDUCATION PROGRAM

21ST CENTURY

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

FEDERAL PROGRAM MONITORING AND SUPPORT

NCLB FEDERAL PROGRAMS SES QUICK LINKS

DATA COLLECTION

CONTACT :: [Anita Harris](#) or [Allison Anderson](#)

PowerSchool – Federal Modules
PowerSchool collects data for federal programs under the Program Monitoring section.

How to register for the Federal data collection modules
Access to the Federal data collections within PowerSchool is managed by the LEA/charter Power School Administrator. Please contact your local administrator to request access.

2014-15 Federal Program Monitoring Data Collection Schedule
14-15 Data Collection Schedule
([pdf, 269kb](#))
Terminology used in schedule:

- USED = US Department of Education
- CEDARS = Common Education Data Analysis and Reporting System, NC's PreK-13 State Longitudinal Data System. The system is composed of various DPI source data collection systems, a student and staff identification system, a centralized data repository, and associated reporting and analysis (or "business intelligence") tools.

PowerSchool-Eligible Schools Summary Report
PowerSchool-ESSR system collects Title I School eligibility and program model information to determine poverty percentage. The school data is also used for the Title I grant application in the FPM grants management system, CCIP. ALL LEAs and charter schools, both those that receive Title I funds and those that do not receive Title I funds, must report ESSR data through this PowerSchool module. In PowerSchool menu, found under Federal – Title I.
([pdf, 1.9mb](#))

June 2015 ESSR PowerPoint Slides
([ppt, 4.1mb](#))

<http://www.ncpublicschools.org/program-monitoring/data/>



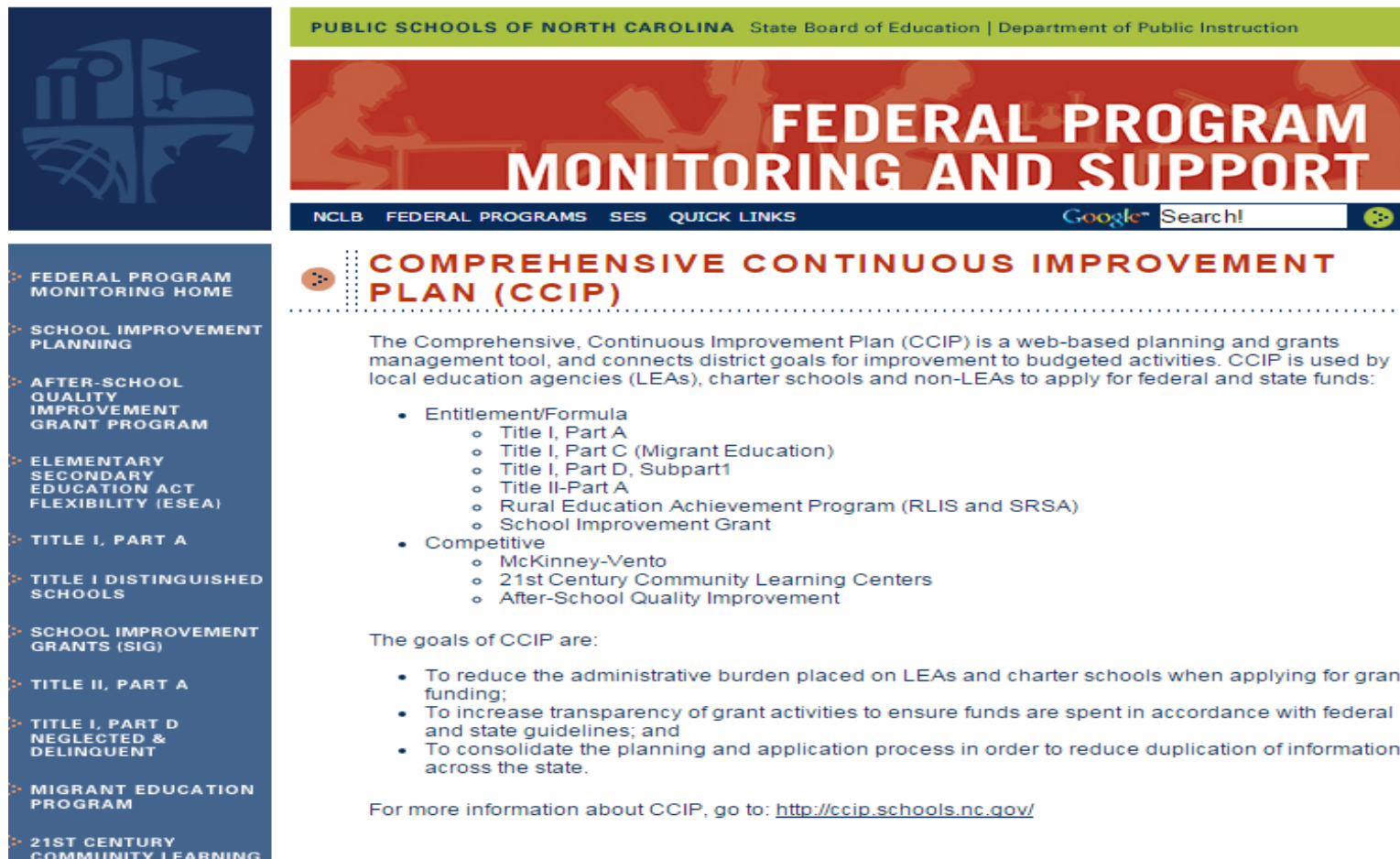
Data Collection

- **Contact Anita Harris and Allison Yarboro**
- **Data Collection Schedule**
- **ESSR Eligible Schools Summary Report**
- **PowerPoint Tutorials**
- **PowerSchool Information**



CCIP

Comprehensive Continuous Improvement Plan



The screenshot displays the CCIP website. At the top, a green header reads 'PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction'. Below this is a red banner with the text 'FEDERAL PROGRAM MONITORING AND SUPPORT'. A navigation bar includes 'NCLB', 'FEDERAL PROGRAMS', 'SES', 'QUICK LINKS', and a Google search bar. A left sidebar lists various program categories. The main content area is titled 'COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)' and provides a description of the tool, followed by a bulleted list of federal programs and the goals of CCIP.

FEDERAL PROGRAM MONITORING HOME

- SCHOOL IMPROVEMENT PLANNING
- AFTER-SCHOOL QUALITY IMPROVEMENT GRANT PROGRAM
- ELEMENTARY SECONDARY EDUCATION ACT FLEXIBILITY (ESEA)
- TITLE I, PART A
- TITLE I DISTINGUISHED SCHOOLS
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- TITLE II, PART A
- TITLE I, PART D NEGLECTED & DELINQUENT
- MIGRANT EDUCATION PROGRAM
- 21ST CENTURY COMMUNITY LEARNING

COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)

The Comprehensive, Continuous Improvement Plan (CCIP) is a web-based planning and grants management tool, and connects district goals for improvement to budgeted activities. CCIP is used by local education agencies (LEAs), charter schools and non-LEAs to apply for federal and state funds:

- Entitlement/Formula
 - Title I, Part A
 - Title I, Part C (Migrant Education)
 - Title I, Part D, Subpart1
 - Title II-Part A
 - Rural Education Achievement Program (RLIS and SRSA)
 - School Improvement Grant
- Competitive
 - McKinney-Vento
 - 21st Century Community Learning Centers
 - After-School Quality Improvement

The goals of CCIP are:

- To reduce the administrative burden placed on LEAs and charter schools when applying for grant funding;
- To increase transparency of grant activities to ensure funds are spent in accordance with federal and state guidelines; and
- To consolidate the planning and application process in order to reduce duplication of information across the state.

For more information about CCIP, go to: <http://ccip.schools.nc.gov/>

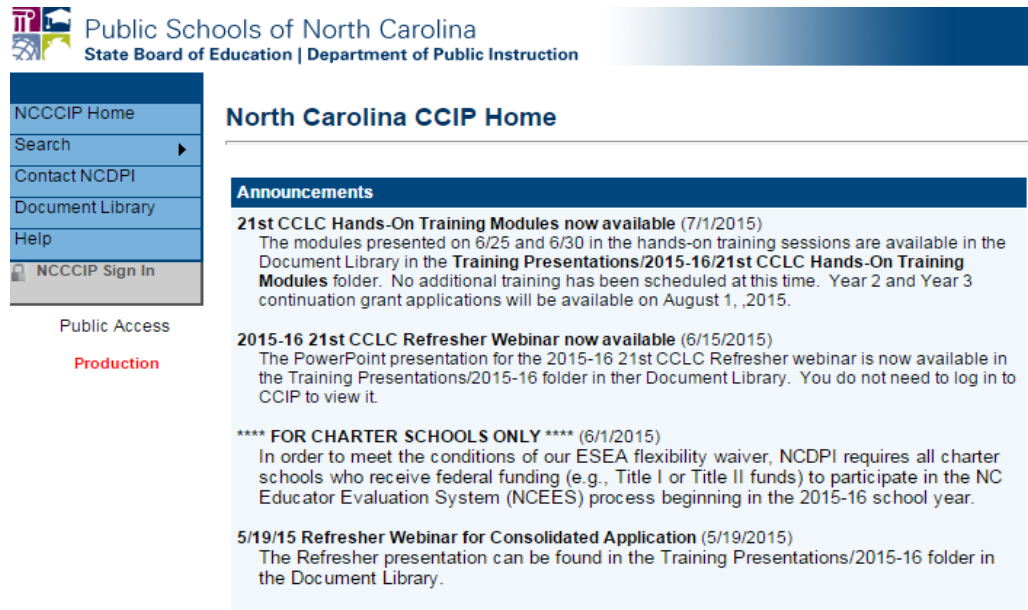
<http://www.ncpublicschools.org/program-monitoring/ccip/>



CCIP

Comprehensive Continuous Improvement Plan

- <http://ccip.schools.nc.gov>
- Training resources and tutorials
- Announcement and Updates



The screenshot shows the North Carolina CCIP Home page. At the top, the logo for Public Schools of North Carolina and the State Board of Education | Department of Public Instruction is displayed. Below this is a navigation menu with links to NCCCIP Home, Search, Contact NCDPI, Document Library, Help, and NCCCIP Sign In. The main content area is titled "North Carolina CCIP Home" and features an "Announcements" section. The announcements include: 1) "21st CCLC Hands-On Training Modules now available (7/1/2015)" with details about module availability and training sessions. 2) "2015-16 21st CCLC Refresher Webinar now available (6/15/2015)" with details about the PowerPoint presentation. 3) "**** FOR CHARTER SCHOOLS ONLY **** (6/1/2015)" with details about the ESEA flexibility waiver and NCDPI requirements. 4) "5/19/15 Refresher Webinar for Consolidated Application (5/19/2015)" with details about the Refresher presentation. The page also includes a "Public Access" link and a "Production" status indicator.

Public Schools of North Carolina
State Board of Education | Department of Public Instruction

NCCCIP Home
Search
Contact NCDPI
Document Library
Help
NCCCIP Sign In

Public Access
Production

North Carolina CCIP Home

Announcements

21st CCLC Hands-On Training Modules now available (7/1/2015)
The modules presented on 6/25 and 6/30 in the hands-on training sessions are available in the Document Library in the **Training Presentations/2015-16/21st CCLC Hands-On Training Modules** folder. No additional training has been scheduled at this time. Year 2 and Year 3 continuation grant applications will be available on August 1, 2015.

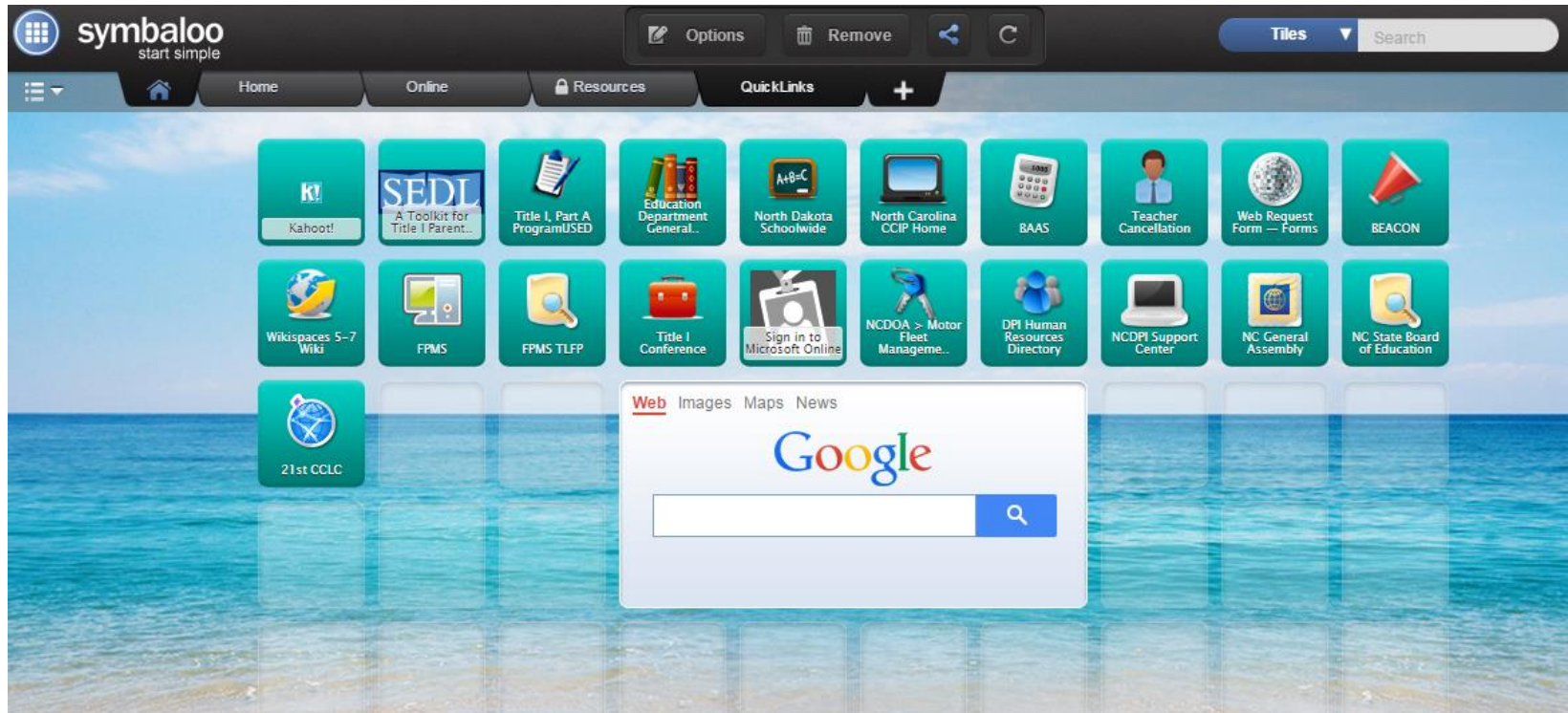
2015-16 21st CCLC Refresher Webinar now available (6/15/2015)
The PowerPoint presentation for the 2015-16 21st CCLC Refresher webinar is now available in the Training Presentations/2015-16 folder in the Document Library. You do not need to log in to CCIP to view it.

****** FOR CHARTER SCHOOLS ONLY **** (6/1/2015)**
In order to meet the conditions of our ESEA flexibility waiver, NCDPI requires all charter schools who receive federal funding (e.g., Title I or Title II funds) to participate in the NC Educator Evaluation System (NCEES) process beginning in the 2015-16 school year.

5/19/15 Refresher Webinar for Consolidated Application (5/19/2015)
The Refresher presentation can be found in the Training Presentations/2015-16 folder in the Document Library.



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